

**COMMISSION ON TEACHER CREDENTIALING**

1900 Capitol Avenue  
Sacramento, California 95814-4213  
(916) 445-0184

**OFFICE OF THE EXECUTIVE DIRECTOR**

DATE: January 3, 2002

#02-0002

TO: All Multiple and Single Subject Teaching Credential Program Providers

FROM: Sam W. Swofford, Ed.D.  
Executive Director

SUBJECT: Submission of a Response to the New Standard Requiring All Multiple and Single Subject Teaching Credential Candidates be Prepared to Serve English Learners (AB 1059, Ducheny)

**Background**

AB 1059 (Ducheny) became effective on January 1, 2000 and requires that all Commission-accredited Multiple and Single Subject teacher preparation programs implement a new standard for the preparation of teachers to assist K-12 students to maintain academic progress across the curriculum while continuing to develop English language skills. This is a new standard for basic Multiple and Single Subject Teaching Credentials, not previously addressed at this level.

This new requirement will be implemented in two phases.

*Phase One* addresses the English learner standard for Preliminary Multiple and Single Subject Teaching Credential candidates, and requires submission of an institutional response to the standard **no later than April 15, 2002**.

*Phase Two* addresses the English learner standard for Professional Clear Multiple and Single Subject Teaching Credential candidates, and will be implemented at a later date, as part of the accreditation process under SB 2042.

This correspondence specifies the new standard for English learners for Preliminary Multiple and Single Subject Teaching Credential candidates and the procedure for submission of a response to the new standard (Phase One).

**Phase One**

In September of 2001, the California Commission on Teacher Credentialing adopted new *Standards of Quality and Effectiveness for Professional Teacher Preparation Programs*. One of these new standards, Program Standard 13 (Preparation to Teach English Learners) is the standard that must be implemented in order to meet the Phase One requirements of AB 1059. **Institutions with Commission-accredited Multiple and Single Subject Teaching Credential programs are required to implement Program Standard 13 by July 1, 2002.** Institutions that have not

All Multiple & Single Subject Teaching Credential Program Providers

implemented this requirement by July 1, 2002 will not be authorized to prepare candidates for Preliminary Multiple and Single Subject Teaching Credentials.

It is important to note that all institutions with Commission-accredited Multiple and Single Subject Teaching Credential programs are required to respond to this new standard, including those that have a CLAD emphasis. AB 1059 addresses the needs of English learners in all Multiple and Single Subject classrooms. Unlike CLAD, it does not include the teaching of English learners in specialized settings, and does not include a language experience component.

**Special Note for Institutions Participating in the Early Adoption of SB 2042 Standards Program**

Early adopter institutions will respond to Standard 13 as a part of their overall submission of a response to SB 2042 Standards, due on April 1, 2002. A separate response is not required.

**Phase Two**

Further information concerning the implementation of Phase Two (professional clear credential) will be provided at a later date.

**Procedure for Response to the New English Learner Standard (Phase One):**

The response to the new English Learner Standard (Standard 13) must be submitted **no later than April 15, 2002** to the

California Commission on Teacher Credentialing  
Professional Services Division  
1900 Capitol Avenue  
Sacramento, CA 95814-4213  
Attention: English Learner Standard

Four copies of the response must be submitted. The response must include a transmittal cover letter **signed by the dean or director of teacher education**, and must include the following information:

- Date
- Name of Institution
- Name, mailing address, telephone number, email address, and FAX number of the contact person at the institution
- Name of the program(s) (i.e., Multiple Subject and Single Subject)

Appendix A contains the text of Standard 13, including Elements A through H. Appendix B contains information regarding the organization of the response and evidence for the standard.

**Commission Contact Person**

Questions may be directed to:

Lee Huddy, Consultant  
Professional Services Division  
California Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, CA 95814-4213  
(916) 322-2304      Email: [lhuddy@ctc.ca.gov](mailto:lhuddy@ctc.ca.gov)  
All Multiple & Single Subject Teaching Credential Program Providers

**Preface:** This standard functions in conjunction with Standards 7A and 7B on Reading. The competencies articulated in this standard are specific applications of Standard 7A, Elements (b) (f) and (i), and Standard 7B, Elements (a) (b) (c) and (d).

## **Appendix A**

### **Program Standard 13: Preparation to Teach English Learners**

In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire knowledge, skills and ability to deliver comprehensive instruction to English Learners. Candidates learn about state and federal legal requirements for the placement and instruction of English Learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities, and to develop lessons that promote students' access and achievement in relation to state-adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect student's language acquisition.

### **Program Elements for Standard 13: Preparation to Teach English Learners**

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

- 13(a) The program provides opportunities for candidates to understand the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, including programs for English language development and their relationship to the state-adopted reading/language arts student content standards and framework.
- 13(b) The program's coursework and field experiences include multiple systematic opportunities for candidates to learn, understand and effectively use materials, methods and strategies for English language development that are responsive to students' assessed levels of English proficiency, and that lead to the rapid acquisition of listening, speaking, reading and writing skills in English comparable to those of their grade level peers.
- 13(c) Through planned prerequisite and/or professional preparation, candidates learn relevant state and federal laws pertaining to the education of English learners, and how they impact student placements and instructional programs.
- 13(d) The program design provides each candidate opportunities to acquire knowledge of linguistic development, first and second language acquisition and how first language literacy connects to second language development.

- 13(e) The program's coursework and field experiences include multiple systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first- and second-languages, classroom organization, and participation by specialists and paraprofessionals.
- 13(f) The program's coursework and field experiences include multiple systematic opportunities for candidates to acquire, understand and effectively use systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners.
- 13(g) Through coursework and field experiences candidates learn and understand how to interpret assessments of English learners. Candidates understand the purposes, content and uses of California's English Language Development Standards, and English Language Development Test. They learn how to effectively use appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.
- 13(h) The program is designed to provide opportunities for candidates to learn and understand the importance of students' family backgrounds and experiences.

## Appendix B

### Organization of the Response

*Each response must be organized in the following order:*

- Transmittal Cover Letter
- Table of Contents
- Response to Standard 13, including each element of Standard 13 (A through H)

*The response to the standard and each element of the standard must:*

- be tabbed
- have numbered pages
- provide supporting evidence, included after each response or organized into appendices.

Evidence should be cross-referenced in the response and appendices and should be tabbed for easy access by reviewers

### Responding to the Standard

A program response should provide sufficient information about how the program intends to deliver content consistent with the standard and each element of the standard so that a knowledgeable team of professionals can determine whether each element has been met by the program.

The written text may be organized in a variety of ways. Both holistic and element-by-element responses, as well as a combination of these approaches are acceptable. Whatever the organizational format, the text must reference all required elements, or address them specifically.

***Responses that do not address the standard and each element of the standard will be considered incomplete.***

Responses should not merely reiterate the standard. They should demonstrate how the standard will be met by describing both the content and processes that will be used to implement the program, and by providing evidence to support the explanation.

The goal in writing the response should be to describe the proposed implementation design clearly enough for an outside reader to understand what a prospective teacher will experience as he or she progresses through the program, in terms of depth, breadth, and sequencing of instructional experiences, and what he or she will know and be able to do and demonstrate at the end of the program. Review teams will then be able to assess the response for consistency with the standard, completeness of the response, and quality of the supporting evidence.

Some samples of evidence for review teams include:

- Course or module outlines, or showing the sequence of course topics, classroom activities, materials and texts used, and out-of-class assignments
- Descriptions of faculty qualifications, including Vitae for full time faculty
- Charts and graphic organizers to illustrate program organization and design
- Specific descriptions of assignments and other formative assessments that demonstrate how prospective teachers will reinforce and extend key concepts and/or demonstrate how prospective teachers will reinforce and extend key concepts and/or demonstrate an ability or competence

- Documentation of materials to be used, including tables of contents of textbooks and identification of assignments from texts, and citations for other reading assignments
- Course syllabi

### **Evidence for the Standard**

#### *Key Words and Phrases*

Multiple, systematic opportunities to learn several elements of teaching English language learners, including, but not limited to the following:

- Comprehensive instruction to English learners
- State and Federal legal requirements for placement and instruction of English learners
- Pedagogical theories, principles, and practices for English Language Development
- Comprehensive literacy in English
- Academic language, comprehension, and knowledge in core curriculum subjects
- Implementing an instructional program that facilitates English language acquisition
- Includes receptive and productive language skills, grade level reading/language arts
- Assessment information and diagnostic practices that assist English learners
- Cognitive, pedagogical, and individual factors that influence language acquisition

#### *Explication of Key Words and Phrases*

Programs responding to this standard are expected to have a series of planned instructional strands (these can be regular unit-bearing courses or course modules or other types of planned instruction), either within or across required courses, that lead to a full opportunity to learn the knowledge and skills noted above. There must be several opportunities to learn this information and programs will be expected to have course syllabi or other explicit descriptions of what is taught and where it is taught. Programs that accept transfer credits or have waiver options for this material must have clear descriptions of how equivalency is determined. Programs must also indicate how this material is supported and assessed during the fieldwork phase of the program.

#### *Lines of Evidence*

If this material is primarily covered in required courses, syllabi from those courses will be sufficiently detailed and specific that the team can determine that all the material has been taught. If the program has multiple sections of required courses, evidence must be submitted to indicate quality assurance across all sections. Since the program must provide multiple opportunities to learn this material, the program must provide evidence of attention to this material in more than one course or area of the program. For example, while this material might be most heavily covered in a specific course about English learners, the subject-specific curriculum course might have a unit devoted to connecting the knowledge and skill needed for English learners with the particular demands of teaching the particular subject matter.

In the program's assessment practices, there should be clear evidence that the program does assess its candidates on the material named in this standard and has provided multiple opportunities for candidates to show what they know both through regular assessments embedded in coursework as well as regular assessments embedded in fieldwork. Finally, the summative assessment used in the program should address the knowledge and skills named in this standard.